Susan Tegtmeyer

C & I 445

March 5th, 2013

**Information Problem-Solving Lesson**

**The Important Book About Butterflies**

**Introduction:**

First graders in our school spend a great deal of time in the fourth quarter of science learning about insects. They observe and characterize body part and the life cycles of a variety of insects. The students’ favorite activity is when they learn about butterflies.

Each student receives his or her own caterpillar, which lives in a container on each student’s desk. They spend an immense amount of time observing their caterpillar. They name their caterpillars and write about them in their journals. The classroom teachers incorporate discussions about the new classroom additions into most of their day. All math story problems and other curricular ideas are based around these caterpillars.

Students learn about the life cycles of butterflies from books and videos, but now they are able to witness it for themselves. As they caterpillars grow and change, students record this in their journals. Each classroom has a large butterfly net for when the caterpillars change and go through metamorphosis. Each child anxiously awaits the arrival of his or her own butterfly. Toward the last days of school, each classroom takes their butterfly nets outside and releases them to the fresh outdoors.

The lesson I designed is one that I am adapting from [www.readwritethink.org](http://www.readwritethink.org). I was interested in trying this lesson because I feel it would enhance and support what the classroom teachers are already doing. My role as a media specialist would be to collaborate with teachers, model lessons, prepare bookmarks on the web prior to the students’ researching, collect books for students to use for research, conference with students, and assess projects. In my district, the media specialists have a flexible schedule, so I will be able to spend a good amount of time in each first grade classroom to help facilitate this project.

Research in first grade is relatively simple, however very important. Student interest in the topic of butterflies is something that is so high, that it just made sense to try and push the literacy objectives a little bit further with this set of lessons. As a current reading specialist, it is natural for me to use an anchor book to develop student writing. Students will be listening to a story, *The Important Book* by Margaret Wise and will do some research about butterflies to be able to write their own page in a class book called the Important Thing about Butterflies. Students will have opportunities to read, write, speak, listen, and access information through websites.

**Objectives:**

Students will:

* Demonstrate an understanding of text that is read to them by actively participating in a whole-class discussion about it
* Compose a writing piece based on a specific text structure and topic
* Develop inquiry/research skills by participating in the development of research questions and accessing

pre-determined websites to find the answers to their questions

* Gain knowledge of a content area topic (in this case, butterflies) and demonstrate the ability to synthesize information through a writing assignment
* Develop media literacy skills by accessing a variety of websites for the purposes of researching information about a topic

**Standards:**

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| **IL.CC.1.R.I.** |  | **Reading Standards for Informational Text** |
|  |  | **Key Ideas and Details** |
| CC.1.R.I.1. |  | Ask and answer questions about key details in a text. |
| CC.1.R.I.2.2. |  | Identify the main topic and retell key details of a text. |
| CC.1.R.I.3. |  | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
|  |  | **Craft and Structure** |
| CC.1.R.I.4. |  | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.R.I.5. |  | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| CC.1R.I.7. |  | **Integration of Knowledge and Ideas**  Use the illustrations and details in a text to describe its key ideas.  **Range of Reading and Level of Text Complexity**  With prompting and support, read informational texts appropriately complex for grade 1. |
| **IL.CC.1.R.F** |  | **Reading Standards: Foundational Skills** |
| CC.1.R.F.4.a |  | Read grade-level text with purpose and understanding. |
| CC.1.R.F.4.c. |  | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| **IL.CC.1.W.** |  | **Writing Standards** |
|  |  | **Production and Distribution of Writing** |
| CC.1.W.5. |  | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
|  |  | **Research to Build and Present Knowledge** |
| CC.1.W.7. |  | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). |
| **IL.CC.1.SL.** |  | **Speaking and Listening Standards** |
|  |  | **Comprehension and Collaboration** |
| CC.1.SL.1.a |  | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| CC.1.SL.1.c. |  | Ask questions to clear up any confusion about the topics and texts under discussion. |
| CC.1.SL.1.2. |  | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| **IL.CC.1.L.** |  | **Language Standards** |
|  |  | **Vocabulary Acquisition and Use** |
| CC.1.L.4. |  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |
| CC.1.L.4.a. |  | Use sentence-level context as a clue to the meaning of a word or phrase. |

**Information Problem:**

As we will read in *The Important Book* by Margaret Brown Wise, we will learn what makes different items unique and important. Each living thing has special traits that make it important in our world. What makes a butterfly important?

**Lesson Procedure: adapted from** [**Using Web-Based Bookmarks to Conduct Research**](http://www.readwritethink.org/classroom-resources/lesson-plans/using-based-bookmarks-conduct-924.html?tab=3#tabs)

* Plan

**Day 1 – Discussion, Building Background Knowledge, Read Aloud,**

1. Students will think about something that is important about each of them individually. Some guiding questions include: What do you think is important for other people to know about you? Why do you think those things are important? Do you have a pet? Would the same types of things be important about your pet? Why or why not? What would be important about your pet?
2. Students will think-pair-share about what is important about themselves.
3. The classroom teacher will read aloud *The Important Book* by Margaret Wise Brown. Explain to students that this book is about important things. Students will listen for important points as the story is shared.
4. On chart paper, the teacher will record student responses of what passages they liked and why. Ask if there were any intriguing words they heard?
5. Ask students if they noticed anything interesting about how the author wrote the book. How were the passages similar? Different? Note: Be sure that students understand the story structure. The first and last lines are the same, while the middle lines are descriptive passages about the item on the page. This will be used later as a model for student writing. The classroom teacher will use a checklist to record observations about student behavior. (See handout #1)

**Day 2 and 3 – Model**

1. Using a prepared chart, (See handout #2) the media specialist will guide students to ask the classroom teacher each of the questions at the tops of the columns. As the teacher answers, the media specialist will record the responses in the appropriate cells. Note: The last column is blank. Guide students to generate questions that they would like to ask the teacher. Record the responses.
2. Using a chart paper and working as a whole class, construct a poem about the classroom teacher based on the structure of *The Important Book.* Ask students how the first line should begin. Their response should be, “The important thing about *teacher name* is… (Refer to chart to choose something to include here)
3. Continue modeling until the poem is complete.
4. Distribute blank copies of the graphic organizer (See handout #2) to students. Have students work with a partner who does not sit at their table to fill in the organizer about each other. Then have students write a draft of a poem about their partner using the same structure used in *The Important Book.*
5. Select one student example to share with class. On chart paper, share the rubric (See handout #3) and guide students through the process of how to use it to evaluate the writing. For each response, ask students, “How do you know?”
6. Have students evaluate their poems using the rubric. Have their partners peer evaluate using the same rubric.

* Do

**Day 4, 5, 6 – Research**

1. Students will write new poems to describe important things about butterflies, following the same steps they did to write the poems about their partners. This time they will be using the Internet to research information about butterflies.
2. Using a data projector connected to a computer with Internet access, the media specialist will show students website links (See handout # 4) to the sites about butterflies.
3. Students are going to visit the websites and gather information about butterflies to use in their writing. The media specialist and the classroom teacher will help pairs of students use the laptop computers to search.
4. Distribute a blank copy of the graphic organizer for butterflies (See handout #5) to each student. Guide them to recognize that this organizer is similar to the one they used earlier, except there are no questions filled in across the top. Tell students that they will be developing these questions together as a class.
5. The media specialist will work with students to develop a few research questions. To assist them in developing good questions, refer back to the discussion you had in Session 1 regarding "important things," in particular when you talked about students' pets. Initially, accept any questions they suggest. Then go through a process of discussing each question and deciding as a group which ones would be the most important to find out about a butterfly. It is important for students to understand that, when designing questions for research, you cannot answer all questions. Good scientists try to answer the questions they think most people would want to know the answers to. Some ideas might be: What is a butterfly? What does it eat? Where does it live? What are some types of butterflies?
6. As the media specialist models on chart paper, the students will write one question in each of the cells across the top row of their graphic organizer. (See handout #5)
7. The media specialist will emphasize that students will visit all the websites listed, even if they find the answers to their questions on the first site. This is a way to check the information found on the Internet and to verify that it is accurate. As students are working, the media specialist will circulate around and conference with students about the technology skills they are using. (See handout #6)

**Day 7 and 8 – New Poems**

1. The classroom teacher will review the expected structure of the poem by rereading and examining excerpts from the book.
2. The classroom teacher will review the student friendly rubric. (See handout #3)
3. Students draft their poems, using the graphic organizers they completed while researching.
4. Students will read their partner’s poems and edit them. They should use the rubric to provide feedback to one another.
5. After revising and editing, students evaluate their poems with the rubric. Then, they will write and illustrate their finished poems.
6. Finished poems will be bound into a classroom book – The Important Thing About Butterflies.

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* Review

**Day 7 and 8 – New Poems**

Items 2, 4, 5 from above

**Evaluation:**

There will be several points throughout the unit where the classroom teacher, media specialist, and/or students will assess student progress.

1. One day 1, the classroom teacher will use a checklist to record observations about student behavior. (See handout #1)
2. One days 2-3, the teacher will model how to use the student friendly rubric using a real student example selected the day before. (See handout #3)
3. One days 2-3, students will evaluate their own writing and a partner’s writing using the student friendly rubric. (See handout #3)
4. On days 4,5,6 the media specialist will conference with students about their media skills. (See handout #6)
5. On days 7-8, students will use the student friendly rubric to evaluate their final product. (See handout #3)
6. The classroom teacher and the media specialist will assess student projects. The assessment rubric will be used. (See handout #9)

**Possible Enrichment Opportunities:**

* Poems can be published in a word-processing program, such as Microsoft Publisher or Word.
* Students can self-select a topic for their poem.
* Although this lesson has the teacher selecting the topic for the poems, it is very open ended. Students could

each choose a mammal to write about, a historical figure, a weather phenomenon, etc. The teacher would need to bookmark websites accordingly.

Students could develop their own Web-based bookmarks based on teacher or class suggestions.

**Possible Modifications:**

If you do not have access to the Internet, have students:

* Begin a [K-W-L Chart](http://www.readwritethink.org/lesson_images/lesson924/kwl.pdf) (What I Know, What I Want to Know, What I Learned) about butterflies (See handout #7)
* Use a selection of books (see the [Butterfly Booklist](http://www.readwritethink.org/lesson_images/lesson924/booklist.pdf)) to begin their research (See handout #8)

**Handouts:**

The following handouts will be used in this unit:

Observation Checklist- Handout #1

Important Points Graphic Organizer- Handout #2

Student Friendly Rubric - Handout #3

List of Internet Bookmarks - Handout #4

Important Points about Butterflies Graphic Organizer– Handouts #5

Media Skills Conferencing Sheet - Handout #6

KWL – Handout #7

Booklist- Handout #8

Assessment Rubric – Handout #9



Handout #1

***Observation Checklist***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student’s Names | Shows consideration for others | Contributes own ideas | Responds to questions appropriately | Demonstrates enthusiasm | Stays on task |
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Handout #2

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***Important Points***

***Graphic Organizer #1***

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| --- | --- | --- | --- |
| What is your favorite subject in school? | How many people are in your family? | What are your hobbies or interests? |  |
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Handout # 3

***Student Friendly Assessment Rubric***

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| --- | --- | --- | --- | --- | --- | --- |
| Category | ☺ | 😐 | | ☹ |  | |
| Text Structure | Poem **starts and ends** like the book, *The Important Book*. | Poem **either starts or ends** like the book, *The Important Book.* | Poem **does not start or end** like the book, *The Important Book*. | | | Poem has no structure at all. | |
| Evidence of Research | **Everything** in the poem is **true.** | **1 – 2 things** in the poem are **not true**. | **3 things** in the poem are **not true.** | | | 4 **or more things** in the poem are **not true.** | |
| Word Choice | The poem has **4 details.** | The poem has **3 details.** | The poem has **2 details.** | | | The poem **1 or less details.** | |
| Presentation | There is a **picture** of a butterfly.  AND  All **words** are **spelled correctly.** | There is a **picture** of a butterfly.  OR  **1 – 2 words** are **spelled wrong.** | There is **no picture** of a butterfly.  OR  **3 – 4 words** are **spelled wrong**. | | | There is **no picture** of a butterfly.  OR  **5 or more words** are **spelled wrong.** | |

Handout # 4

**Butterfly Bookmarks**

<http://www.kidsbutterfly.org/faq>

<http://www.billybear4kids.com/butterfly/butterfly.html>

<http://archive.fieldmuseum.org/butterfly/amaz_basic.htm>

<http://www.thebutterflysite.com/facts.shtml>

Optional extra websites:

<http://archive.fieldmuseum.org/butterfly/habit.htm>

<http://www.billybear4kids.com/butterfly/flutter-fun.html>

<http://www.thebutterflysite.com/life-cycle.shtml>

<http://web.ebscohost.com/sas/detail?sid=b88c22d0-840a-4565-9824-0bc7fe334285%40sessionmgr112&vid=8&hid=25&bdata=JkF1dGhUeXBlPQ%3d%3d#db=prh&AN=33371041>

<http://web.ebscohost.com/sas/pdf?sid=b88c22d0-840a-4565-9824-0bc7fe334285%40sessionmgr112&vid=12&hid=25>

Handout # 5

***Important Points***

***Graphic Organizer #2***

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| --- | --- | --- | --- |
| Question 1: | Question 2: | Question 3: | Question 4: |
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Handout # 6

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



**Media Skills Conferencing Form**

1. How did you and your partner get to this website?
2. What tools did you use? (Check for correct terminology – bookmark)
3. Which website had the most information?
4. Why do you think it is important to use more than one website when you are researching? (Check for idea of checking facts)
5. Was there anything that was difficult for you when you were searching?

Handout # 7

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Butterfly K–W–L Chart**

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***Before you begin research, fill out the first two columns. Fill this out after you research.***

|  |  |  |
| --- | --- | --- |
| What I **K**now | What I **W**ant to Know | What I **L**earned |
|  |  |  |

Handout # 8

**Butterfly Booklist**

*Butterflies* by Seymour Simon (Collins Publishing, 2011)

*Are you a Butterfly?* by Judy Allen (Backyard Books, 2000)

*From Caterpillar to Butterfly* by Deborah Heiligman (Harper Collins 1996)

*Born to Be a Butterfly* by Karen Wallace (Dorling Kindersley, 2000)

*The Butterfly Alphabet* by Kjell B. Sandved (Scholastic, 1996)

*Life As a Butterfly* by Victoria Parker (Raintree, 2004)

*From Egg to Butterfly* by Shannon Zemlicka (Learning Publishing Group, 2003)

*The Life Cycle of a Butterfly* by Bobbie Kalman (Crabtree Publishing, 1997)

*Butterfly Watching* by Diane Bair (Capstone, 1999)

*The Life Cycle of a Butterfly* by Robin Merritt (The Child’s World, 2012)

*The Butterfly* by Diana Noonan (Chelsea Clubhouse, 2003)

*Born to be a Butterfly* by Karen Wallace (Dorling Kindersley Publishing, 2000)

*How a Caterpillar Grows Into a Butterfly* by Tanya Kant (Children’s Press, 2009)

*Caterpillars and Butterflies* by Stephanie Turnbull (Usborne Publishing, 2006)

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Handout # 9

***Assessment Rubric***

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| --- | --- | --- | --- | --- |
| Category | 4 | 3 | 2 | 1 |
| Text Structure | The poem is very well organized. One idea follows another in a logical sequence with clear transitions. The poem follows the identified structure. | The poem is pretty well organized. One or two ideas may seem out of place. Clear transitions are used. The poem follows the identified structure. | The poem is a little hard to follow. The transitions are sometimes not clear. The identified structure may or may not have been followed. | The ideas in the poem seem to be randomly arranged. The identified structure is not used. |
| Evidence of Research | All facts presented in the poem are accurate. | Almost all facts presented in the poem are accurate (90%). | Most facts presented in the poem are accurate (at least 70%). | There are several factual errors in the poem. |
| Word Choice | The poem contains many creative details and interesting words that contribute to the reader’s enjoyment. | The poem contains a few creative details and interesting words that contribute to the reader’s enjoyment. | The poem contains a few creative details and interesting words, but they distract from the poem. | There is little evidence of creativity in the poem. Few interesting words have been used. |
| Presentation | The text is illustrated with at least on picture of a butterfly. The finished product is free of spelling, punctuation, and grammatical errors. | The text is illustrated with a picture of a butterfly. The finished product contains almost no spelling, punctuation, or grammatical errors. | The text may or may not be illustrated. The finished product contains a few spelling, punctuation, or grammatical errors. | The text is not illustrated. There are many spelling, punctuation, and grammatical errors. |